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A STUDY OF LAND-GRANT UNIVERSITY ALUMNI MAGAZINES
AND OF READER RESPONSES TO THE MONTANA COLLEGIAN
OF MONTANA STATE UNIVERSITY

BY

JEFFREY B. NELSON

A thesis submitted
in partial fulfillment of the requirements for the
degree of Master of Science, Major in
Journalism, South Dakota
State University

1969

SCOTT DEZORE, CHAIRMAN, JOURNALISM DEPARTMENT

A STUDY OF LAND-GRANT UNIVERSITY ALUMNI MAGAZINES
AND OF READER RESPONSES TO THE MONTANA COLLEGIAN
OF MONTANA STATE UNIVERSITY

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

 _____
Thesis Adviser Date

Head, Department of Journalism Date
and Mass Communication

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JBN

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CHAPTER I

INTRODUCTION

a.) Review of the Literature

The Emerging Alumni Magazine

Like the ice cream social and the Sunday afternoon buggy ride in the park, "the homespun old college alumni magazine may soon be a relic from the days of a less super-charged America."¹

So began an article in a national magazine, seven years ago. Since then, tumult has come to college, as mirrored in the national press. And the alumni magazine, that periodical apparently designed to keep a school's former students abreast of what has been happening back on the campus, appears to have continued its evolution.

Writer of the 1962 article on alumni magazines, Dan Wakefield, went on to describe the changes coming over this specialized medium of communication even at that time.

Traditionally an amalgam of nostalgia, inspirational messages and leisurely accounts of campus and alumni news, published long enough after events to give them a certain historical flavor, the

¹ Dan Wakefield, "New Forage for Old Grads," Mademoiselle, Vol. 54 (February 1962), p. 100.

typical alumni magazine has been a kind of condensed school yearbook for those who have left the halls of ivy. All this could hardly be more different from typical magazines of the future, which, from current indications, may resemble a heady combination of the Partisan Review and the Bulletin of the Atomic Scientists.

Wakefield wasn't the only member of the national press to notice the situation in 1962, witness this comment from a Saturday Review article that same year:

Old grads whose lingering point of contact with the Old School is the alumni magazine may have noticed that a startling change has come over this venerable institution. In the past ten years, these links have been transformed from parochial, stereotyped publications to slick, handsome products that bear comparison with the best of the commercial magazine.²

Author of that article, John Tebbel, makes no attempt to settle the argument over whether Yale University or Wooster College in Ohio put out the first alumni publication, but he does feel he knows when college alumni publications began making their "startling changes." He traces the beginnings to when a man named Corbin Gwaltney (now editor-in-chief of Editorial Projects for Education, Inc.) "became so exasperated at his own alma mater's dull magazine" in 1949 that he wrote a tart letter to the administration of the school--John Hopkins University. The school, related Tebbel, sent him back a challenge to attempt to do it better himself.

2 John Tebbel, "New Look in Alumni Magazines," Saturday Review, Vol. 45 (February 10, 1962), p. 64.

Gwaltney accepted, and "the result was the beginning of a revolution in alumni publications. The new editor went on to win four national awards in 11 years."³

Corbin Gwaltney had departed by the time Dan Wakefield wrote his article for Mademoiselle, but he took note of the Gwaltney influence by citing the magazines of Johns Hopkins and Columbia universities as leaders of a "new breed of continuing education journals," which, like their sponsoring alumni associations, are concerned with providing continuing learning experiences for alumni.⁴ In fact, he says that, at a number of schools, the continuing-education urge is so strong that "the old-fashioned alum that only wanted to root for dear old Siwash" is out of date, replaced by the alumnus who "returns for Homecoming seminars on world peace and other weighty issues."⁵

3 Tebbel, p. 64.

4 The term "continuing education" is subject to some confusion as to exact meaning. Here is how the term was defined by Walter Klein, Jr., alumni editor at New York University, in a 1960 study of continuing education content in alumni publications: "Any material aimed primarily at expanding the reader's knowledge of, or stimulating his attitudes toward, or opinions about, a cultural, technical, scientific or professional area; not merely news about the institution, its staff or alumni; material which conceivably could appear in a non-alumni, non-institution textbook, magazine, book or newspaper; at least of undergraduate level of quality, difficulty or significance."

5 Wakefield, p. 146.

If observers like Wakefield and Tebbel are correct in saying alumni magazines are changing, and if by changing they also mean improving, they will get no argument from leaders in the field of alumni publications. The man who sees more alumni magazines than anyone in the country, as director of publications for the American Alumni Council, Charles M. Helmken, states categorically that these publications are getting better all the time. Helmken, a former alumni editor himself, at St. Johns University, gave this reply to the question, "In your opinion, are alumni magazines improving, generally, at all types of institutions, in all sections of the country?":

There is no doubt in my mind that they have improved considerably, down to the small schools with small budgets, throughout the country. The most visible improvement has been the appearance of the publications, and in many cases the content and writing have improved along with appearance. At this point the weakest aspect of the publications is the quality of writing.⁶

Writing for the Readership

Twelve years ago, after winning for her University of Chicago Magazine the Robert Sibley Award as the nation's best alumni magazine, editor Felicia Anthenelli scolded her fellow alumni editors and alumni secretaries for thinking of themselves as second-rate. "There is an underlying assumption

⁶ Charles M. Helmken (personal communication to author).

that we are putting out amateur publications. I maintain that we are not..." It was about time, she added, that alumni editors realize that they are "publishing material for a highly-literate and demanding national audience."⁷

Statistics on alumni reading audiences tend to back up Miss Anthenelli's feelings. In a study of educational attainment projections, the U.S. Census Bureau has reported that the number of alumni (defined by the Bureau as those who have completed four or more years of college) in the country is expected to increase from around 10 million to about 19 to 21 million between 1965 and 1985.⁸

Simmons College editor Dorothy F. Williams crystallizes the statistics: "The (alumni) brand of journalism reaches well over 6 million readers--with an immediate potential audience of 16 million. Within a decade this readership may double. The 'influentials' of the nation are among the readers of alumni publications."⁹

Or as the American Alumni Council's magazine, Alma Mater, phrased it: "The scope and importance of the alumni

7 Felicia Anthenelli, "An Indictment of Alumni Publishing," Alma Mater, Vol. 35 (May 1968), p. 18.

8 U.S. Census Bureau, "Population Estimates," (Series P-25, No. 390).

9 Dorothy F. Williams, "Forum on Freedom," Alma Mater, Vol. 35 (May 1968), p. 71.

press today is something (early editors) never dreamed of. The pioneers of the twenties would be pleased to discover that the survival of magazines no longer depends upon subscriptions alone, but that educational administrators realize the value of these publications and provide the necessary funds. The editors who boasted the significance of alumni magazines in the thirties would delight in knowing that the publications reach about eight million readers today."¹⁰

Saying it another way was Verne A. Stadtman, then editor of the University of California's prize-winning California Monthly. As he was quoted by Dan Wakefield in the previously-mentioned article, Stadtman said, "I am convinced that some day alumni publications will have greater significance than any other publishing enterprise, with the possible exception of the daily newspaper."¹¹

Factors Behind Magazine Change

What is the alumni magazine's function today? Public relations? Continuing education? Recorder of the history of its institution? Or is its purpose, as veteran Ohio State University editor suggests, "to seek a better college or university and the improvement of higher education."¹²

¹⁰ "Editors Who Made History," Alma Mater, Vol. 35 (May 1968), p. 17.

¹¹ Wakefield, p. 146.

¹² Frank Tate, "Twisting Your Tail," Alma Mater, Vol. 35 (May 1968), p. 53.

This question of role is a very real one to the alumni editor. Never, agreed a group of alumni magazine contest judges, has the public eye been focused so squarely on higher education than in these years since campuses entered their wracking period of turmoil, and never has the public wanted so badly to know how our colleges operate. And never, it was added, has it been so important for a college or university to possess a fully-informed body of friends.¹³

George C. Keller, three-time Sibley award-winning editor of Columbia College Today, sees a new type of magazine emerging from the situation.

The fact the colleges and universities are moving closer to the center of the stage in American life has given rise to a kind of alumni magazine that is only recently beginning to take form and content. These are publications that are more like our best newspapers and magazines. They are striving to tell the real story of higher education and Whitewash U.--not without affection but with more honesty. They describe the new faculty but also the campus resentment to the new glass-box student center in the corner of the redbrick quadrangle. They talk about football victories but also about football recruiting¹⁴

Keller also notes that the financing and control of this more independent, controversial kind of magazine "is a subject that promises to break out in the open one of these years," and says the alumni editors moving toward the purposes

¹³ "Dialogues on Alumni Publications," Alma Mater, Vol. 34 (December 1967), p. 17.

of reporting fully, candidly and critically about higher education "are bound to clash with those who see the magazine's primary purpose as one that must help the college's development program." But, he observes for the record, "I have never seen any evidence that alumni support their schools more loyally if the publicity is entirely favorable."¹⁵

Dan Wakefield is one who sees a connection between the universities' need for money and a redoubling of the effort in alumni offices to generate interest in the school among ex-students.

Wakefield speaks of the "increasingly-elaborate and costly courtship of the alum by alma mater for much-needed cash contributions," but at the same time points out another factor: "A new class of modern professional alumni workers."¹⁶

John Tebbel, in his explanation, came to much the same conclusion. Fund-raising needs are important, he noted, but at least equally so is the "growth of a professional body of editors and writers--most of them drawn from newspapers or public relations--who have brought to alumni publications a good deal of the enthusiasm and dedication which

¹⁵ Keller, p. 7.

¹⁶ Wakefield, p. 146.

a good teacher brings to his job, even though they are often underpaid, work on impossibly small budgets and do not enjoy the rank or perquisites of faculty."¹⁷

Both Wakefield and Tebbel state their admiration for the work of the American Alumni Council in bringing professionalism to the field of alumni publishing. Organized in 1913 and given a fully-staffed Washington, D.C., national headquarters in 1951 the Council presently numbers 1,525 member schools. Its services are many to all manner of alumni and development personnel in the nation's colleges and universities, among them, the alumni editor. Included in the services are a magazine and two newsletters whose editorial content generally includes tips, exhortations and encouragement for the editor; Institutes in Alumni Publishing, at which professional journalists give schooling in alumni editing; a Publications Critique Service, which, for a nominal fee, dissects an editor's magazine and tells him what is wrong with it; annual publications awards in numerous areas of competition; a library and reference service, and sponsorship of regional and national conferences on general or specific areas of alumni work.¹⁸

¹⁷ Tebbel, p. 65.

¹⁸ "Your Program of Professional Growth 1969," Bulletin of the American Alumni Council, 1969.

The ACC is also one of the parent organizations (along with the American College Public Relations Association, and others) of Editorial Projects for Education, Inc. EPE annually syndicates a pre-printed insert for inclusion in alumni publications, dealing with a relevant topic in higher education (the 1969 "Moonshooter" insert examined "Who's in Charge?" of our colleges and universities).

Observers believe this has had impact on the quality of alumni publications. As the late William Baring-Gould of Time magazine, a judge in the 1967 Publications Competition, expressed it: "I have been terribly impressed how over the course of the years the professionalism, the interest, the writing and the presentation of the alumni magazines have improved. They are so good, you make the judges' job very hard indeed."¹⁹

The Alumni Editor

Those knowledgeable about the field of alumni publishing contend that the quality of a school's alumni magazine is in direct proportion to the ability of its editor.

Charles M. Helmken, AAC publications director, was asked if he felt the impetus for improvement of college alumni

¹⁹ "Dialogues on Alumni Publications," Alma Mater, Vol. 34 (December 1967), p. 9.

magazines came from the editors themselves or from readers-- that "highly-literate, demanding audience" mentioned earlier in this report. Helmken voted for the editors first, readers second. His reply:

I think that editors and administrators have been primarily responsible. They have formulated their own convictions on what the magazine should be based on favorable reactions to the top magazines and the reactions they elicit from readers. I think the alumni, in most cases, have accepted and endorsed such change. The chief reason is that the job of communicating the problems and issues in higher education to alumni today necessarily involves (offering them) much more than class notes.²⁰

Statistics show that many alumni editors do have professional journalistic credentials. A 1965 survey taken by the American Alumni Council revealed that 73 per cent of the 576 replying editors (90 per cent of the total) had previous experience in a journalistic area--primarily newspapers, but magazines and public relations, as well.

The survey also showed that 68 per cent studied journalism or English as undergraduates; 31 per cent had the primary title of "editor" (32 per cent had the primary title of "Alumni Director or Secretary"); 19 per cent of the editors were able to spend more than half their working hours editing their publication (30 per cent said they were able to

20 Charles M. Helmken (personal communication).

spend less than 10 per cent of their time being editors); 67 per cent of the editors were over 35 years of age (21 per cent were over age 50), and 56 per cent had less than four years of service in alumni editing (33 per cent had less than two years); 76 per cent of the editors had no full-time assistants, though 46 per cent had part-time help; salaries for editors ranged from about \$4,000 a year to more than \$14,000, but the largest group of editors--40 per cent--fell into the \$7,000 to \$10,000 range. The largest group of editors, nearly 46 per cent, said the president of their institution was the one who could hire or fire them; another 37 per cent said they were under the jurisdiction of an alumni secretary or association. Control of the policy for alumni publications lay with a variety of administrators and boards, but in the largest number of instances, 17 per cent, the alumni director was responsible for final approval of what went into the magazine, while the editor held responsibility in 14 per cent of the cases. (This percentage went up drastically, to 42 per cent, where respondents said editing the alumni magazine was their primary responsibility.)

The survey, while pointing out numerous bright spots in the alumni editing picture, was obliged to conclude on a somewhat sour note. Noting the great amounts of time and money spent in publishing the nation's alumni publications, the survey added: "... not enough time and money (is) spent

to provide good writing, good content and good editing. The investment for a good publication is much more than many administrators have been willing to invest. This is a sorry situation."²¹

Larger Investments

Among the alumni magazines chosen as the "Top Ten" in 1968, production budgets (excluding salaries) run as high as \$136,475 a year for nine issues; seven of them pay fees to contributing writers, and staffs run up to seven full-time and three part-time people. The content of these magazines is balanced among the various areas of student, alumni, faculty and institutional coverage.²²

The alumni magazines of some of the larger institutions have undertaken some major projects. For example, Columbia University's Columbia College Today published earlier this year a 96-page account of the April 1968 turmoil on that campus entitled, "Six Weeks That Shook Morningside," and Berkeley's California Monthly hailed its state's centennial in 1968 with a 96-page special issue called "A Century of Greatness."

²¹ Charles M. Helmken, "Editors and Alumni Publications," Monograph published by the American Alumni Council, Washington, D. C. (July 1966).

²² "Magazine Rack," Alma Mater, Vol. 35 (December 1968), p. 39.

But size is not apparently a necessary criterion for editorial ambition. Editor of the continuing-education conscious Alumni Purpose at little Principia College devoted back-to-back issues of his magazine in 1967 and 1968 to reading courses on the Old and the New Testament, then followed that up in the fall of 1968 with a 32-page self-study course for alumni on "The History of Art in the Western World." Meanwhile, the Simmons College Review was publishing an "adventure in sound," basing the design of one magazine issue on the mood, rhythm and sound of a musical composition (by composer John Cage) and including in it a plastic-sheet cut of the composition with narration. Articles in the issue covered the translation of music into visual art, the current musical scene and music at Simmons. "To all this," noted the AAC's Editor to Editor newsletter, "is added the sweet sounds of class notes."²³

This type of enterprise has attracted the attention of outsiders. It is worthy of note that four national magazines now present annual awards to alumni magazines. Time and Life cite magazine improvement, Atlantic Monthly gives prizes for good writing and Newsweek rewards outstanding public affairs coverage.

²³ "Dorothy's Done It Again," Editor to Editor, The American Alumni Council, March 1968, p. 6.

But still the AAC continues to goad editors into better performances. Often the prod is through the Council's magazine, Alma Mater, with articles written by well-known persons in alumni editing.

In one of these, Nancy Naylor of the UCLA Magazine urged timorous editors to break out of the old mold.

"Nostalgia," she wrote, "has served, if anything, too well in the past. The era of alumni publications in which class notes and sports were of paramount importance" has ended. As alumni programs "have changed to adapt to the university's needs, so must our magazines."²⁴

In another, Ken Metzler of Old Oregon accused editors of perpetuating what he called "the Big Lie" about their schools and higher education. Many national publications frequently discuss developments in higher education, he observed. "And when they do, their content strikes me as being suspiciously at odds with what you've been telling me about alma mater." The campus today, he continued, is very much involved with society. "So give me articles that are related by my world. Your magazine has the potential--indeed, the obligation--to perform a valid public service."²⁵

²⁴ Nancy Naylor, "Fundamentally Fussy!" Alma Mater, Vol. 33 (November 1966), p. 39.

In yet another piece, editor William Hamilton Jones of the Yale Alumni Magazine (the reigning Sibley award winner) felt many of his fellow editors were missing the best story on their campuses--the students--but saw evidence that this was changing.

As one of the alumni's, and by extension society's, few windows into the academy, the alumni magazine is asked to report, explain and assess methods and directions of education. The magnitude of the change is evident. Where ten years ago alumni magazines were likely to use students for content to provide some comic relief, now there are indications that material on students is becoming more substantive. Sports still receive undue emphasis in some magazines and others probe no deeper than to indicate "Exam Time Is Stressful"; but there are also articles on the problems of the teaching assistant, various experimental education programs, censorship in the student press and the tremors on campus from the Vietnam war.²⁶

Throughout much of the nation, college and university alumni magazines are being appraised and reappraised, and their roles reevaluated. Some then do as the Rutgers Alumni Monthly did in its last issue in 1968. Acknowledging that "the RAM has had its problems (as) somewhat of a mishmash of features and news, in essence, an attempt to be all things to all people," editor George Lukac announced that the magazine was about to chart a new course.

"This issue ... marks not only the end of a calendar year," Lukac wrote in his "Weather Vane" column, "but the

²⁶ William H. Jones, "Challenge to Alumni Editors," Alma Mater, Vol. 34 (May 1967), p. 20.

beginning of a new period of (the magazine's) existence. The year 1969 will bring with it a changed Rutgers alumni magazine--new in format, frequency, tone, direction and editorship."²⁷

Class Notes Remain

How much to change is, perhaps, the dilemma facing most editors considering it. One thing editors have apparently found is that readers won't tolerate one thing: elimination of the class notes, those personal items on alumni doings generally found on the last several pages of any alumni magazine.

Class notes, apparently, are what make an alumni magazine an alumni magazine, and publications large and small seem to consider them standard, and indispensable, fare. "I have a hard time getting excited about class notes," claims one editor. "But I've struck sort of a bargain with my readers. I'll give them class notes if they'll give me license to do what I want to with the rest of the magazine."²⁸

Dan Wakefield reported in his 1962 Mademoiselle article that a few of the magazines at the larger universities were,

²⁷ George J. Lukac, "The Weather Vane," Rutgers Alumni Monthly, Vol. 48 (December 1968), p. 1.

²⁸ Personal communication to author.

at that time, flirting with the idea of dispensing with the class notes section. Few of them, apparently, have gone through with it. The AAC's 1965 survey observed that 96.1 per cent of the magazines surveyed ran alumni class notes.

"The only reason for maintaining class notes in their traditional form," Wakefield said, "is the rather compelling one that they seem to be the most avidly read section of alumni magazines."²⁹ Readership surveys right up to the present time keep substantiating Wakefield's assertion. A very recent study at Iowa Wesleyan University, for example, revealed that "alumni readers prefer class notes and college news as opposed to thought pieces."³⁰

Expressing well the dilemma that alumni editors face was the quotation of the president of the University of Rhode Island in the Wakefield article. "People as a whole, including college graduates, are more interested in other people than in ideas," this administrator told a conference of alumni editors. "The effective alumni magazine," he said, "will give them both--but in what proportion is a real problem."

Against this background of desire for modernization

29 Wakefield, p. 147.

30 Howard S. Carrant, "Survey and Opinion," College and University Journal, Vol. 8 (Winter 1969), p. 46.

and change throughout much of the field of alumni publishing, and yet discernible uneasiness and difference of opinion over what the role of the college alumni magazine should be, the definitions of this study are formed.

b.) Objectives of the Study

Magazines at Land-Grant Universities

This study was confined to the current state of affairs in alumni publishing at Land-Grant universities, for several reasons. Perhaps the main one is that the author is an alumni editor at one of these universities (Montana State University) and is also an alumnus of another one (South Dakota State University).

Brought in from the newspaper field in the summer of 1967 as the Montana Collegian's first "professional" editor, the author had a broad mandate from the president of the institution, from the alumni director and the public relations director: Change the magazine, broaden its coverage and content and improve its visual appearance.

Not being familiar with alumni publications, the author wondered about the status of these magazines at similar institutions. Checking current copies of alumni magazines from other Land-Grant schools in the Western U. S. against back issues on file, it was noticed that several of these publications had also made relatively recent changes in format and content, some of them under new editorship.

It is the author's belief that, even irrespective of his own interest and background, Land-Grant institutions

lend themselves very well to studies of various trends among them, including examinations of their alumni magazines. These institutions (except for the primarily Negro institutions in the South, which have been excluded from this study) are a homogenous group. All originated from the same act of Congress (the Morrill Act of 1862) with an agricultural and mechanical arts orientation, and the basic curricula taught at all of them are very much the same. Principal variation among the institutions, despite differences in geography, appears to be size of enrollments.

In terms of their alumni magazines, it would seem that the Land-Grant universities possess characteristics that might have implications for the entire field of alumni publishing, because:

Of their original commitments to agricultural research and extension, Land-Grant schools have generally strong communications traditions;

All are among the schools with the largest enrollments in their particular states and would have proportionately large bodies of alumni;

Often the dominant institution of higher learning in a particular state, Land-Grant schools presumably would be in the position to establish trends in many areas of education.

According to the American Alumni Council, there has been no research showing how alumni magazines at Land-Grant

schools compare with magazines at all other schools, either with respect to comparative quality or rate of change.³¹

The only yardstick immediately available for any type of comparison is the winners list in alumni publications competitions. Performance of Land-Grant magazines here has been respectable, if not exceptional.

At the present time, two Land-Grant magazines, the University of California's California Monthly and the Technology Review of the Massachusetts Institute of Technology are distinguished by their presence among the "Top Ten" magazines in the country. The same two publications were the only Land-Grant magazines to make the list in the previous year.³²

But how Land-Grant university alumni magazines rate with others in terms of awards won does not really tell very much about the magazines, especially since out of the more than 700 magazines entered in annual competitions last year only a relative handful were recipients of awards.

Awards in this study are irrelevant. The author was more interested in magazine change and the current status of Land-Grant publications for alumni, with respect to content, format and staffing.

31 Charles M. Helmken (personal communication).

32 Three other Land-Grant university magazines--from Cornell and Missouri (each twice) and Vermont--made the lists of the 50 winners for 1967-68 in various other categories of competition, including "Improvement," and Excellence in Writing."

The author was also interested, in light of what the literature in the field has to say about the factors behind alumni magazine change, in reader reactions and responses to a magazine which had recently undergone significant change.

Statement of the Problems

The problems then became:

First, to discover which, if any, of the changes, including professionalization, taking place in alumni magazines at other colleges and universities apply to magazines at the Land-Grant institutions, including, (a) What types of editorial content these magazines are regularly publishing and whether the content pattern has changed in recent years, (b) Whether editors have recently altered the appearance of their magazines, (c) Who edits and who has final control over the editorial policies of these magazines, and (d) What problems editors have in producing magazines they would consider ideal.

Second, to discover, (a) Whether the readers of one Land-Grant institution's alumni magazine (The Montana Collegian) which has undergone what could be considered appreciable change will notice the change in the magazine and approve of it, and

(b) How closely readers read that magazine and which areas of content are most important to them.

CHAPTER II

METHODOLOGY

a.) Survey of Editors

Questionnaires were mailed to 49 alumni editors at Land-Grant institutions. Excluded were the 16 primarily Negro Land-Grant schools in the South (most do not publish magazines anyway) because they lack homogeneity with the 50 original Land-Grant schools, and those in Hawaii and Alaska.

Also excluded were North Dakota State University, New Mexico State University and the University of Nevada, because the author was aware that these schools publish newsletters rather than magazines. Another school (University of Maryland) answered the survey form by noting it had suspended publication of its alumni magazine in favor of a newsletter.

This cut the total potential population to 48 schools. Forty questionnaires, or 83.3 per cent were returned completed.¹ (See Appendix F for list of replying institutions.)

1 It is possible that among the eight schools not replying one or more did not reply because they do not publish an alumni magazine. This would lower the total population and increase the percentage of return.

A personal letter to each editor (see Appendix B) covered each questionnaire, and a stamped, self-addressed envelope was enclosed in order to facilitate return.

Prior to mailing the final version of the questionnaire, a pilot questionnaire was distributed to 16 alumni editors in the Western U.S., from both private and public institutions, with whom the author is acquainted. A study of the results revealed that some of the questions were not phrased for expeditious tabulation of the data. With the aid of the thesis adviser, the form was reworked and clarified.

Publication Frequency

Questions 1, 2 and 3 on the form sought to determine how often each year an institution communicated news material to its alumni in a situation over which the school may exert direct control (as opposed, for example, to publicity news releases), and how large a portion of the alumni body the magazine reaches. This was elicited by inquiring if alumni must pay dues or make some financial contribution to be placed on the mailing list. Statistics show that generally less than 25 per cent of a state institution's eligible alumni are paying members of the school's alumni association.²

² Joseph J. May, Montana State University alumni secretary (personal communication).

Magazine Content and Appearance

Questions 4, 5, 6 and 7 dealt with content and appearance of magazines. Editors were asked to estimate percentages of various types of content materials regularly carried in their magazines.

It is never possible to be certain that everyone defines terms the same way, but the categories of content listed on the survey are those generally accepted by alumni editors. They are even more precise than AAC-defined content breakdowns in all publications competitions.

Content categories apparently gave responding editors little difficulty. A few noted, with some justification, that the categories "institution and its programs," "faculty," and "students" can overlap on certain magazine stories. This, perhaps, is inevitable, but there is normally little confusion in the field as to definition.

When an alumni editor speaks of a faculty story, it pertains to an article written about a professor or group of them--the personality piece. If a story primarily concerns a professor's research project, for example, this is considered an institutional item.

Approximately the same measuring stick applies to student stories. A story about students marching on the state capitol or one about students giving up their Saturdays to work in the ghetto are student-content stories.

But an article about how students are taking to a new course in anthropology is, again, an institutional item. There would be, it was felt, little chance of an editor mistaking this.

Editors were asked to estimate content percentages and then to rank in order which areas they personally feel are most important. This question was designed to see if the editor is his "own man," or whether content may be dictated by others--his superiors, or perhaps his readers. The only breakdown here was that a few editors did not rank certain areas they presumably did not feel are important to their magazines at all. An "other" category on both questions allowed the editor to add additional categories.

Editors were also requested to indicate if the emphasis or direction of their magazines had shifted in recent years or whether it is much the same as it has been for some time. They were then requested to state the nature of the shift or shifts, if any. Possible shifts, of course, are too numerous to mention, but editors were provided with several examples. The question, though rather open-ended, elicited generally the kind of information desired. Some responses may have been in more general terms than might have been ideal.

One question inquired if the "format" of their magazine had undergone substantial change in the past few years. The term "format" is one believed to be universally known throughout journalism and publications work, and apparently

all editors interpreted the question the way it was intended. Format, to the author, means basically the appearance and design of the publication and the arrangement of its content between the covers. This study was not so much concerned with what those changes were as with if change had occurred at all. This differs from the question on content, in that format, however important to the overall look of a publication, doesn't tell precisely what is being communicated. Packaging, it could be argued, is not as important as what is inside.

It should be noted that the author was purposely vague in setting a period of time on the questions asking about shifts in content, direction and format. One question concerns a shift in "recent years," and another in the "past few years." This was done so as not to limit the respondent. One magazine's change might have taken place in the past year, while another's breakthrough may have come five or even 10 years back. It was felt that "recent years" or in the "past few years" would accommodate everyone.

Controversy and the Alumni Magazine

Higher education today is frequently controversial. Questions nine and 10 sought to learn if Land-Grant school editors are being frank with their readers, if they are telling the bad along with the good. Editors were asked if they discuss controversial topics in their magazines, and if

current magazine policy on covering controversy is one of long-standing or relatively recent. Question 11 is somewhat allied to the two preceding it. It was to find out if the editor is permitted his own judgment on editorial material or whether his superiors make the final editorial decisions. This, presumably, would have some bearing on how a magazine treats controversial subjects, but a larger issue is whether alumni magazines have been turned over to the professional editors, or whether the "publisher" is still firmly in charge.

Editors and Their Jobs

Questions 8, 12, 13, 14 and 15 were designed to learn the degree of professionalization of alumni editing jobs at Land-Grant universities. The questions asked how much material in the magazine is staff-written, how much time the editor spends editing his publication, what type of professional background the editor has and what his problems in editing are. The answers should help determine if editors are being given the time and tools to do the job. Question 15 had the editor check obstacles in the path to good alumni editing which might apply "significantly" to his situation. Including the word "significantly," it was hoped, would encourage an editor to give some thought to whether a particular obstacle really applied to him or not.

The Survey

This survey, it is admitted, is not a totally comprehensive one. There naturally are other questions which might have been posed and which might have shed additional light on the situations of alumni editors at Land-Grant institutions.

But it does, the author believes, provide meaningful information on this group of editors and magazines which never before has been gathered. And, as a private survey, it is as long and as comprehensive as the American Alumni Council, and, perhaps, the patience of the respondents, would allow.

b.) Telephone Readership Survey

Involved here were 75 Montana residents, all Montana State University alumni who receive the school's alumni publication, The Montana Collegian, in their homes. Those sampled had to meet only one requirement for eligibility: that they be current in their alumni association dues. It was necessary that they be familiar with the magazine the way it was and the way it is now.

The number of respondents, 75, was an arbitrary decision, but this figure was chosen because it was deemed a large enough representation of the magazine's Montana readership. It represents 6.2 per cent of the 1,200 dues-paying association members residing in the state.

The survey was actually taken at two different times--following issuance of the Spring 1968 and the Summer 1968 editions of the magazine. There were three reasons for this: (1) Working alone, reaching and visiting with 75 different persons on the telephone is a time-consuming task. It was deemed important that interviews be conducted while the recent magazine was still fresh in the reader's mind. (2) By conducting 25 interviews following publication of the spring issue, then waiting to complete the remaining 50 after the summer issue the author had opportunity to scrutinize both the questionnaire and the sample for effectiveness.

(3) It was also thought it would be interesting to see if answers to questions differed appreciably after one additional issue of the magazine (they didn't).

The basic questions remained identical on both spring and summer survey forms. Differences in the forms (see Appendix D and E) were primarily a result of questions relating to specific articles in each of the magazines.

Respondents were chosen by random sample. The first 25 names were selected by drawing a starting number out of a hat, then picking every 48th association member. The second 50 names were chosen also by picking a random starting point and taking every 24th name in the files. The intervals were arrived at by dividing number of names desired, 25 or 50, into 1,200.

Distribution of persons in the sample, both geographically and by date of graduation, was representative, according to Alumni Secretary Joe May and Assistant Secretary John Frankovich.³ City dwellers, small town residents and rural people from all over the state were represented in the sample, and dates of graduation ranged from 1902 to 1966.

The Telephone Method

The telephone survey is growing in use as a method

3 Joe May, John Frankovich (personal communication).

for alumni editors to obtain "feedback" from their readers.⁴ It was particularly useful for this survey, located as the author is, great distances from most of the magazine's readers.

To keep the cost down, the survey was limited to Montana readers, but a telephone survey from an alumni office has one very significant advantage over a mail survey: rate of response. It is a fact in the university alumni business that mailed pieces of any kind are apt to go ignored and unopened by the receiver. The reason, of course, is that most written communications from an alumni office to alumni are requests for money.

There are other reasons for employing the telephone: (1) the results can be obtained quickly, (2) it allows probing if there seems to be any misinterpretation of the questions, (3) it allows the surveyor to clarify questions, and (4) the interviewer can establish a rapport with the respondent that encourages him to elaborate on various points.

In the few cases where a respondent did not have time at the moment to engage in an interview, another time was set when he could be called back. This was done to insure thoughtful, unhurried answers to the questions. And the author did

⁴ M.R. Robinson, "Techniques for Reader Feedback," Alma Mater, Vol. 35 (February 1968), p. 17.

not conduct interviews with persons who said they had not read, or at least looked at, the latest issue of the magazine.

In both series of interviews, there were parties who could not be reached by phone, even after repeated tries. However, the sample had yielded enough names to reach the goals of 25 and 50 with little difficulty.

Questions in the surveys were kept as uncomplicated as possible. Most questions had only two possible answers. On these, as well as on the questions having several possible answers, the answers were read clearly and distinctly to the respondent--more than once, if necessary. Question 3, for example, had seven listed choices, plus an "other" selection. It was sometimes necessary to read all the choices twice or even three times. A conscious effort was made to give the respondent time to ponder his answers.

Explanation of Questions

The first six questions, probing how well readers read the magazine, what they read now, what they would like to read more of, whether they had noticed changes made in The Collegian and whether they approved of those changes were identical in both the spring and summer surveys. So was question 7, asking if they would like to see the magazine published more often than quarterly. Question 8, inquiring

why not, if not, was an addition to the summer survey form. Such responses were asked and given only informally in the spring survey.

Question 8 was the only question on which readers got no choice of responses. Two responses that seemed to be most often given on the spring survey by persons answering "no" to question seven were set up, along with "other," merely for ease in tabulation. As it turned out, however, the "other" category was used most frequently. Additional possibilities there should have been listed, for the sake of ease in tabulation, but the answers on that question were spontaneous--no hints given.

Awareness of Magazine Changes

It might be argued, with perhaps some justification, that question 4--"Have you noticed the changes made in The Collegian in the past (three or four) issues?"--was slightly, though unintentionally, loaded. A better phrasing might have been: Have you noticed any changes, etc.

Consequently, respondents got no coaching. Possible changes they might have noticed were scrupulously not given by the interviewer. Actually, they didn't need to be: 76 per cent unhesitatingly answered "yes." Waverers were immediately placed in the "no" category--though two respondents were classified "don't know." It could also be noted that of

the 57 "yeses" 53 went on to say that they approved of the changes--seemingly an unlikely answer if they had actually been unaware of any.

Other Questions

Several questions were indirectly related to readership of the magazine, asking reader attitudes about the university and higher education in general. Answers to them, however, have definite implication for the message communicated in the publication. These were questions 9 through 14 on the summer survey, and their parallels on the spring form.

Question 15 on the summer form sought reader views on editorial freedom for alumni magazines. It was made clear to respondents that an alumni magazine, at least in this case, is partially subsidized by its university. This was an imperative admission, because those who would support "complete editorial freedom" for the magazine should know that it might mean that the publication would, on occasion, be nipping at the hand that feeds it.

Questions 16-19 on the summer survey and their parallels on the spring form attempted to determine readership of specific articles. Headlines of the articles were given, and, if requested, the general theme of the article was also provided as a memory refresher.

CHAPTER III

FINDINGS

Magazine Frequency

Alumni magazines of Land-Grant universities which are circulated quarterly are the largest single group of magazines, and the great majority of schools in the survey--28, or 70 per cent--publish their magazines six times or fewer each year. However, as Table 1 indicates, 30 percent of the schools publish alumni magazines seven or more times per year.

TABLE 1

Frequency of Circulation of Alumni Magazines
at Land-Grant Universities

Frequency Per Year	No. of Magazines	Percentage
Four Times	13	32.5
Five Times	8	20.0
Six Times	7	17.5
Seven Times	2	5.0
Eight Times	2	5.0
Nine Times	3	7.5
Ten Times	3	7.5
Eleven Times	2	5.0
	40	100.0

It seems to be a common practice for either the alumni association or some other agency of the institution to publish a newsletter or newspaper type of publication either supplementary to or independent of the alumni magazine, which also is circulated to readers of the magazine.

Twenty-three schools said there was another publication besides the magazine going out to the same general audience. This was 57.5 per cent of the total of 40 respondents. Seventeen schools, or 42.5 per cent, said the alumni magazine was their university's only publication distributed regularly to alumni.¹

In 21 of the 23 above-cited cases, this other publication was a newsletter or newspaper; in two cases it was another magazine. In 11, or 48 per cent, of the 23 instances of another publication, the publication in question was also published by the alumni office. Ten schools, or 43 per cent of them, said the public relations office was responsible for this publication. In two schools, the president's office had that responsibility.

There seemed to be a definite relationship between frequency of the alumni magazine and publication of newsletters. Of the 28 institutions which publish alumni magazines

1 Land-Grant school magazines seem prone to the title, "The Alumnus," as in The Tennessee Alumnus. Nineteen of them fit this category. Thirteen others work in the word "Alumni" in the logo, as in the Illinois Alumni News.

six or fewer times, 19 of them, or 67.8 per cent, also publish another publication for alumni and others. At schools putting out a magazine seven or more times per year, additional publications are produced in only four or 33.3 per cent of the cases.

Land-Grant school alumni have to pay for the privilege of receiving the institution's magazine. In 31, or 77.5 per cent, of the cases in the survey, editors said alumni must either pay association dues or make some sort of financial contribution to the association or the school in order to be placed on the mailing list. Three schools said advertising revenue helped defray production costs.

Of the nine magazines going free of charge to all alumni, five are quarterlies, two publish five times a year, one is a bi-monthly and the other is issued seven times. Four of the nine are published at New England schools; four others at Far Western schools.

Nearly all of the editors indicated, however, that when a newsletter type of publication also goes to alumni, it goes free of charge to all alumni, not just contributors.

A breakdown of sources of budgets of alumni publications was not asked of the editors, but an American Alumni Council study in recent years showed that in some 45 per cent of the cases, money to publish was provided by the institution; 33.6 per cent of the publications were financed

solely by the alumni associations and 18.5 per cent of them relied on a combination of institution and association funds.²

Magazine Content

If class notes and sports once made up the bulk of the typical alumni magazine's content, that is only partially true anymore. Class notes are still important, but in the magazines of Land-Grant universities, at least, athletic coverage is not emphasized.

Coverage of the particular institution and its programs now ranks just behind class notes as the largest single block of space devoted to a specific type of magazine content. Sixteen editors, or 40 per cent, devote between 21 and 30 per cent of the space in their magazines to institutional content, while another 22.5 per cent of the editors devote from 36 to 60 per cent of their publications covering the institution.

Class notes take up large blocks of space, too. Twenty-four editors, or 60 per cent of those surveyed, devote between 16 and 30 per cent of available space to class notes, while only eight editors--20 per cent--give less than 15 per cent of their space to class notes. One magazine devotes 60 per cent of its space to class notes.

² Charles M. Helmken, "Editors and Alumni Publications," Monograph by American Alumni Council, 1966.

FIGURE 1

Percentages of Space Devoted to Areas of Magazine Content
by Percentages of Responding Editors

Percentages of Space in Magazine

	0-2	3-4	5	5-9	10	11 - 15	16 - 20	21 - 25	26 - 30	31 - 35	36 - 40	40 - 45	45 - 50	51 - 60	60-
Institution			2.5 %		7.5 %	20 %	7.5 %	25 %	15 %		10 %		7.5 %		5.0 %
Faculty	7.5 %	12.5 %	45 %	5.0 %	20 %	7.5 %	2.5 %								
Students	12.5 %	12.5 %	32.5 %	5.0 %	32.5 %	2.5 %			2.5 %						
Class Notes	7.5 %		2.5 %		5.0 %	5.0 %	32.5 %	5.0 %	22.5 %	5.0 %	5.0 %	2.5 %	5.0 %		2.5 %
Alumni Stories	10 %	10 %	10 %	5.0 %	35 %	10 %	17.5 %		2.5 %						
Alumni Assn.	17.5 %	7.5 %	37.5 %		30 %	2.5 %	2.5 %	2.5 %							
Continuing Education	47.5 %	10 %	20 %		10 %	5.0 %	2.5 %	2.5 %	2.5 %						
Higher Education	57.5 %	2.5 %	12.5 %	5.0 %	7.5 %	7.5 %	5.0 %		2.5 %						
Sports	22.5 %		32.5 %	12.5 %	17.5 %	10 %	5.0 %								
Editorials	5.0 %	2.5 %													
Letters	7.5 %														
Misc. Other	5.0 %					2.5 %			2.5 %						
Advertising			2.5 %	2.5 %	2.5 %										

Areas of Content

Coverage of faculty and students appears to occupy between five and 11 per cent of the space of most Land-Grant alumni magazines. Twenty-eight, or 70 per cent, of the magazines regularly carry faculty news in the five-to-11 per cent of space range. Student news in that space range is carried by exactly the same number of magazines.

Despite the fact that the readers of the great majority of these magazines are read by dues-paying members of alumni associations, news about the alumni association falls well behind some other areas of content in space devoted to it. In fact, ten magazines--25 per cent--give four per cent or less of their space to news of the association. However, 15 magazines--37.5 per cent--devote five per cent and 12 magazines--30 per cent--budget 10 per cent of magazine space to this type of material.

Stories on individual alumni rate a little better treatment. Twenty-five editors, or 62.5 per cent, use from 10 to 20 per cent of their magazines covering this area of concern.

Rating what might be considered surprisingly-low space allotments in Land-Grant school magazines are continuing education content and general articles on higher education. Nineteen, or 47.5 per cent, of the magazines allow less than

two per cent of their editorial space for continuing education, while 23, or 57.5 per cent, devote less than two per cent to articles on higher education.³

One magazine does, however, give continuing education content 30 per cent of its space, and one other does the same for higher education stories.

There seems to be some correlation between magazine frequency and amount of continuing education content. Just four magazines, or 14 per cent, of those publishing six or fewer times per year devote more than five per cent of their space to continuing education. But five magazines, or 42 per cent, of those publishing more often than six times average more than five per cent of space devoted to continuing education.

While two magazines spend from 16 to 20 per cent of their space covering sports, 22 magazines, or 55 per cent of them, devote five per cent or less space to athletics. Nine magazines, or 22.5 per cent, in fact, give sports no more than two per cent of their space.

3 Walter Klein Jr. studied continuing education content in 53 alumni publications from all types of schools and reported his findings to a District AAC meeting back in 1961. He found that "only seven per cent of their editorial content could be construed as having any educational value ... and a more demanding appraisal would drop the figure to a little over one per cent." State-supported institution magazines, he found, averaged 4.3 per cent continuing education content.

Only six of the 40 magazines in the survey devote more than 10 per cent of their space to athletics, but there seems to be scant relationship between heavy sports coverage and a school's prowess in athletics. Only two of the six publications are from schools recognized as sports powers.

A space on the questionnaire invited editors to indicate other areas of content given space in their magazines. No meaningful statistics were obtained, however. It is likely that more than three magazines run editorials and more than three run letters to the editor, although no more than that indicated that they did. Other miscellaneous areas of content listed were book reviews, fund raising material, texts of speeches (one magazine gives 30 per cent of space to this) and advertising.

How Editors Feel Personally

As shown in Table 2, there is some variance between what type of content a magazine publishes and what its editor would really like to see published.

The most apparent example of this relates to the class notes. Some editors realize that their readers like the class notes, but that doesn't mean the editor has to like them. A New England editor, for example, said his magazine is 60 per cent class notes, but the editor personally ranked class notes eighth in order of importance.

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TABLE 2

Areas of Magazine Content Ranked in Order
of Importance to Magazine Editors

Areas of Content	1	2	3	4	5	6	7	8	9	10
	<u>Percentage of Editors^a</u>									
Institution	60.0	15.0	10.0	5.0	5.0	5.0				
Faculty		5.0	17.5	20.0	17.5	7.5	10.0	2.5		
Students		10.0	10.0	22.5	15.0	10.0	12.5	10.0	10.0	
Alumni	7.5	27.5	17.5	12.5	5.0	20.0	5.0	5.0		
Alumni Assn.	2.5	7.5	2.5	22.5	17.5	5.0	22.5	10.0	5.0	
Class Notes	17.5	17.5	22.5		2.5	7.5	5.0	22.5	7.5	
Continuing Education	7.5	5.0	7.5	5.0	12.5	12.5	12.5	7.5	25.0	2.5
Athletics			5.0	12.5	10.0	12.5	20.0	17.5	22.5	
Higher Education	7.5	10.0	5.0		15.0	7.5	10.0	17.5	25.0	
Editorials			2.5							5.0

a Content columns will not total 100 per cent in all instances because a few editors did not feel some areas important enough to rank them.

Another editor footnoted her ratings with this comment: "This is not the way the readers rate it, however, They have class notes 1 and sports 2."

Or as a Rocky Mountain school editor put it: "Sometimes what you feel is important is not what your readers feel is important--and they are your judge and jury."

A Western editor ranked class notes in second place, noting that he had recently changed his mind about their relative worth, after his institution's president had written the following to him:

I hope it will not be forgotten that names of people in the personal section are of the most importance to your readers. I receive four alumni magazines personally, and while the editors include in them 'learned' articles from time to time, I pass these up to look for the names of my acquaintances in the class headings.

Still, not all editors by any means appear to think ill of the class notes. Although 30 per cent of them ranked class notes either eighth or ninth, 57.5 per cent rated them in the top three positions. Among those doing this were editors associated with some of the nation's largest universities (more than 20,000 enrollment).

Drawing the lowest ratings for importance were continuing education, articles on higher education and athletics. These three were ranked in ninth place by approximately one-fourth of the editors. Sixty per cent of the editors put sports either seventh, eighth or ninth.

Stories on individual alumni are presently not getting that much play--less than ten per cent of the space in the majority of magazines--but editors would apparently like to improve on this. Twenty-one of them--52.5 per cent--feel alumni stories are one of the three most important areas of content.

Institutional stories, to which editors say they give the biggest block of their space, were also the personal favorites of the editors. A full 85 per cent of them ranked institution either 1, 2 or 3.

Shifts in Direction

Twenty-eight, or 70 per cent, of the editors in the survey said that their magazine had undergone a shift in emphasis or direction in recent years.

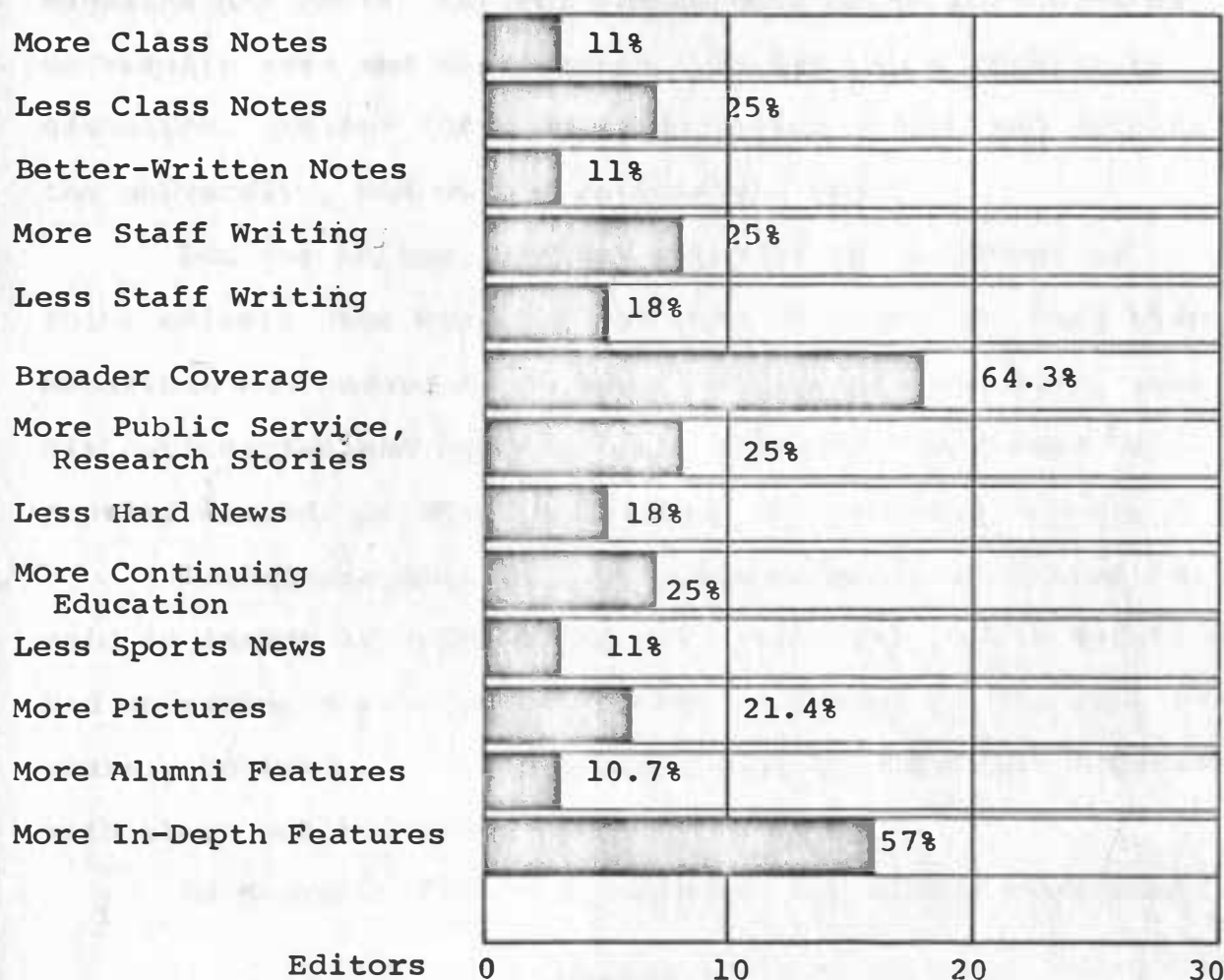
One editor explained the nature of his magazine's shift this way: "From almost 2/3 on sports to far more broadly-based reporting--in feature style--of activities of the university. In addition, we have emphasized accurate, careful class news reporting."

Well over half of the editors reporting changes in emphasis said these changes included a broader coverage of their institution and more in-depth type features. This is shown in Figure 2.

Another described the change as making his publication look more "magazine-y." This sentiment showed up on other

FIGURE 2

Those Shifts in Emphasis or Direction of Magazines
Most Frequently Mentioned.



forms, too. "We are striving for greater photo journalism.

Maybe a poor man's Look magazine," said another.

In that same vein, a Midwest editor said: I think we have to compete with consumer publications, therefore I want to emphasize 'service' types of features, usually pegged around courses, seminars, etc. at the university. But the importance is on 'instructing' the readers rather than on 'look-what-we're doing now' stuff."

An Eastern editor told how apparently dramatically his publication has changed its content and direction: "Our magazine has gotten larger, adding more space for features, university news and class notes. We have more continuing education, broader focus on large issues within and outside the university, but with a university 'hook'."

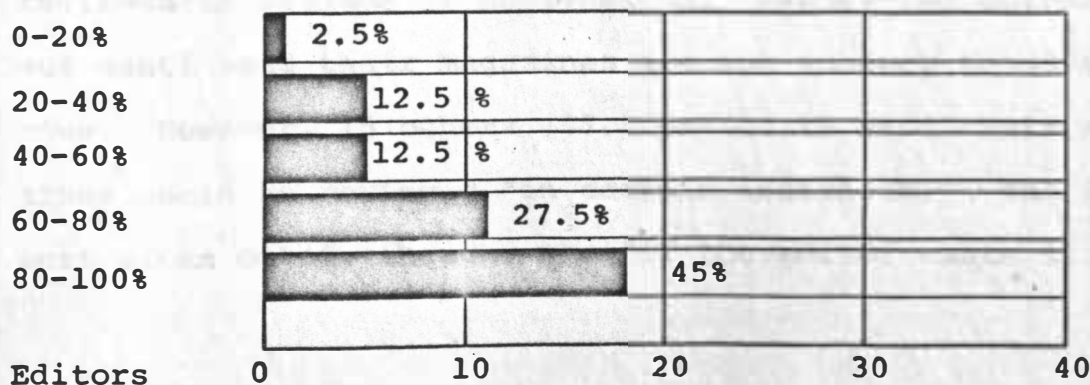
But one editor, perhaps speaking for a number of those editors (the other 30 per cent of them) who said their magazines had undergone no recent shifts in direction, said his publication had shifted "only slightly," and that "by popular demand, it still emphasizes the personal aspects."

Twenty-six editors, the large majority at 65 per cent, said in answer to another question that, yes, their magazines had undergone a substantial change in format in the past few years. Fourteen, or 35 per cent, said this had not occurred with their publications.

As shown in Figure 3, material for alumni magazines

FIGURE 3

Percentage of Magazine Content Written by Staff



at the Land-Grant schools is in large measure written by the editor and his staff. Nearly three-fourths of the editors said most of their material is staff-written.

Magazines and Controversy

Land-Grant school alumni magazines apparently are not guilty of glossing over all the trouble spots on their campuses. Thirty-eight of the 40 responding editors--95 per cent--say they discuss controversial issues at least occasionally. Twenty editors said, yes, their magazines present controversial subjects. Eighteen others said they do occasionally (as one put it: "When it's in the best interests of the university").

Asked if however they treat controversy represented a change in policy in recent years, 17 editors (42.5 per cent) said it was not a change, 22 (55 per cent) conceded their policy had changed in the direction of presentation of controversy, while just one editor said his magazine had recently decided against discussing controversy.

Only three of the magazines in the survey are regularly reviewed in advance of publication. Twenty-two editors (55 per cent) said their magazines are not subject to advance review. However, 15 others (37.5 per cent) said their magazines could be reviewed "in certain instances." The instance most often cited, though, was "if the editor wants it to be."

These were instances where editors checked facts with a story source or as one said, "Questions on university policy, checked at discretion of editor."

Six editors said fact checks with a story source or other officials were common; seven editors have to clear some stories with the alumni director, two "touch base" with the public relations director, five with the university president and three with an alumni board.

One editor said he has to check with both the alumni secretary and the alumni board--"but only rarely, as they trust my judgment."

An editor in the Southwest noted that, "Our alumni board would like to (review in advance), but so far we have been able to convince them we are still reliable professionals."

Of the three magazines consistently subject to review in advance of publication, two of them were the same two (the only two) whose editors admitted avoiding controversy altogether.

The two magazines which won't touch controversy, are governed in this regard by a long-standing policy, according to their editors. Of the 20 magazines which discuss controversial things more than "occasionally," 15 of them are operating under a recently-liberalized policy, their editors said.

What do these magazines write about? A check of their answers to the question about percentages of content showed not much difference in responses from the rest of the magazines, with slight exception. They appear to be averaging about 10 per cent more space devoted to covering students and faculty. One of these editors noted that his magazine is planning a series entitled, "Is the Student Getting His Money's Worth," which, he said, was "not all favorable" to his university.

The Editor and His Job

While the majority of Land-Grant alumni editors are able to spend at least half their work time on their magazines, a large portion of them (42.5 per cent) can not. This latter figure, however is much lower than a comparable one in an American Alumni Council survey of four years ago. It showed that about 76 per cent of the editors spent less than half their working time editing their alumni publications.⁴

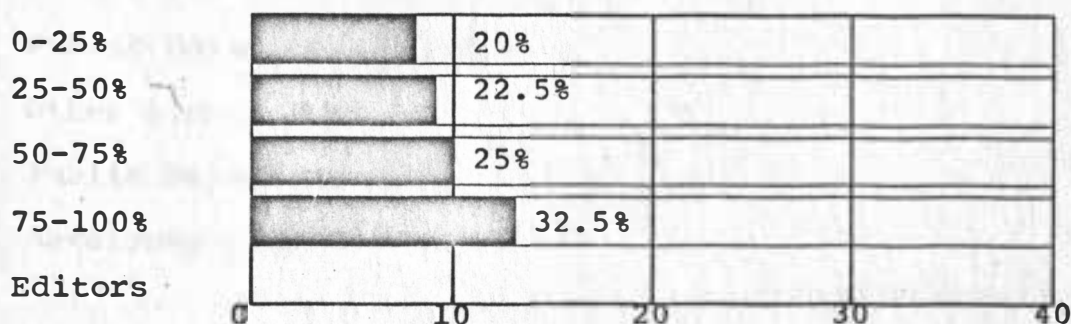
It should be noted, however, that the largest single group of editors work from 75 to 100 per cent of the time on their magazines. This would make them pretty much full-time editors. However, of the 13 more or less "full-timers," nine, or 69 per cent, edit magazines that are published seven or more times per year. Two of the remaining four edit

4 Helmken, p. 8.

quarterly magazines, but both of them are also responsible for newsletters. Figure 4 shows how much work time editors are allowed for their magazines.

FIGURE 4

What Percentage of Working Time Editors Spend on Their Magazines.



Most editors, of course, have other things to do but edit an alumni magazine. Their duties are varied (one busy lady is alumni director, plus graduate placement director in addition to her journalistic chores), but the largest group of editors--17, or 42.5 per cent--do other alumni-connected work, as shown in Table 3. Quite often, the alumni editor is also responsible for all other publications of the alumni office, including mailing pieces, brochures and the like.

Thirty-three editors, 82.5 per cent, had previous journalism experience before assuming their present jobs. Twenty-one editors said their previous experience was journalistic, 12 said it was both journalistic and academic; seven

TABLE 3

Other Campus Duties of Alumni Editors

Titles or Type of Work	No. of Editors	Percentage
Alumni Director	5	12.5
Public Relations Director	2	5.0
Other Alumni Work	12	30.0
Public Relations Work	9	25.5
Development Work	3	7.5
	31 ^a	80.5

a Remaining nine editors are considered full-time magazine editors.

(17.5 per cent) have neither journalistic or academic/ back-grounds. None of the editors has a solely academic back-ground.

There seems to be no significant variance in the space allotted to the various types of content in the magazine of editors with combination journalistic-academic backgrounds, as opposed to those without academic or teaching experience (not that there necessarily should be). Those with academic experience appear to give no more magazine space over to such things as continuing education, higher education stories or

articles about faculty than do the other editors. And their regard for the class notes seems to be no higher or no lower than their non-academic counterparts. Half of the 12 ranked class notes high in personal preference (1, 2 or 3), while the other half rated them lower than 5.

The overwhelming majority of editors, as can be seen in Table 4, feel that they have one or more major problems significantly hindering their potential as alumni editors.

TABLE 4
Obstacles Editors Say They Face

Obstacles	No. of Editors	Percentage
Small Budget	31	77.5
No Staff	27	67.5
Lack of Time	25	62.5
Censorship	2	5.0
Personal Ability	7	17.5
None	1	2.5
Other	3	7.5

Two-thirds or more of the editors say they have significant obstacles of small budgets, lack of staff and too little time to do the job properly. While the biggest number

of editors, 31 of 40, said budget was their biggest difficulty, no fewer than 18 editors checked all three--budget, staff and time--as real problems in their particular situations. As one of them observed: "This is a one-man operation, leaving me little time for really editing and doing the best possible layout job."

An editor whose major job is alumni director pleaded a lack of staff. "I need," he said, "an editor with journalistic training to devote full-time to this responsibility."

A West Coast editor said lack of time was his big problem, appending that, "With no increase in budget there is far more we could be doing graphically and editorially."

Censorship does not appear to be a serious problem to the editors (only two said it was). Seven editors owned up to a lack of personal ability, including the editor of a prize-winning magazine. There were scattered other complaints, including poor printing facilities and inability to obtain good photographs.

In alumni editing circles, any editor who is able to spend full-time on his publication is generally considered to have few problems, but the "privileged thirteen" who spend at least 75 per cent of their work time as alumni editors disagree. Seven of them, in fact, said budget, staff and time were problems for them, too.

Only one said he had no problems at all.

Reading The Collegian

In the telephone survey of readers of the Montana Collegian, respondents were asked how well they read the magazine. Of the 75 persons interviewed, 47, or 63 per cent, said they read the magazine thoroughly, while 28, or 37 per cent, said they generally just scan it.

Data on ages of the respondents (dates of graduation from Montana State University) and places of residence (city or small town-rural) were recorded, and where these data might be significant with respect to answers of respondents it was cross-checked and will be reported.

There seemed to be some correlation between these factors and answers to the first question concerning thoroughness of readership of the magazine. The evidence suggested that persons who have graduated from college in the past 10 years and persons living in small towns or on farms tend to read The Collegian more thoroughly than do persons who graduated prior to 1959 and persons who reside in cities (10,000 population was the break-point used).

Twelve of the 16 persons in the survey graduating in 1959 or later said they read the magazine thoroughly. This was 75 per cent. Among those graduating before 1959, the percentage of "thorough" readers dropped to 61 per cent (36 of 59). Twenty-one of 31 small town-rural dwellers, 68 per cent, read it thoroughly, while 26 of 44, 59 per cent, city residents say they read it thoroughly.

What Readers Read

The largest group of readers--33, or 44 per cent--say the first thing they read in the magazine are the class notes. However, as Table 5 shows, other types of content drew solid votes as first items read. The "Campus Capsules" section, which 29 per cent of the respondents said they read first, also made a strong showing. This section is comprised of relatively-short, sometimes slightly-editorialized stories about various items of interest at the university or in higher education. More importantly, this section is located at the front of the magazine, and a cover-to-cover reader might well start there.

TABLE 5

Types of Montana Collegian Content
Readers Say They Turn to First

Type of Content	No. of Readers	Percentage
Class Notes	33	44.0
Sports	8	11.0
Features	5	7.0
Campus Capsules	22	29.0
Other	7	9.0
	75	100.0

Readers listed as "other" in Table 5 were those who said they read no one particular item or section first all the time. The comment, "Whatever catches my eye" was typical here.

There appeared to be no significant difference between younger and older graduates in tendency to read the class notes section first. Forty-six per cent of the pre-1959 graduates said they turn first to the class notes, while 37 per cent of the post-1959 graduates do the same.

Articles on university programs was the strong favorite when readers were asked what types of articles they would like to see more of in The Collegian. No other choice was even close, as Table 6 indicates.

TABLE 6

Reader Choices On What Types of Articles They
Would Like to See More Of in the Magazine

Types of Articles	No. of Readers	Percentage
University Programs	32	42.7
Students	8	10.7
Faculty	0	0.0
Alumni Assn. Affairs	6	8.0
Individual Alumni	8	10.7
Sports	8	10.7
Class Notes	4	5.2
Other	9	12.0
	75	100.0

Young readers were somewhat more anxious to see additional material on university programs. Seventy-five per cent of those graduating in the past 10 years indicated this as their first choice, as opposed to 34 per cent of the less-recent graduates.

Readers of the magazine apparently feel they are not being shorted on class notes, as only four respondents signified that they desired more class notes in the magazine.

Again on this question a substantial number of respondents signified "other" for their choice of articles. Seven of the nine answering this way said they felt the variety the magazine presently offered was satisfactory, one merely wanted to read about "whatever is important there at the moment," while only one had no opinion on strengthening coverage in any particular area.

No definite pattern emerged from the secondary choices of respondents. University programs was still the most popular choice, with all other types of articles drawing about equal numbers of votes.

Awareness of Changes

Seventy-six per cent of all respondents (57 of 75) said they had noticed the changes made in the magazine's appearance and/or content. The percentage of those noticing changes was identical in both the spring and summer portions of the survey, even though those persons called in the spring had had one less issue in which to notice the changes.

Sixteen persons, or 22 per cent, said they hadn't noticed anything different, while two persons, or two per cent, weren't sure.

Of those who had noticed the changes, 53, or 93 per cent, said they approved of the changes, and one, or two per cent, had no opinion.

Approving comments typically mentioned the "nice pictures," "interesting articles," or the "pleasing new format." One woman noted that the magazine seemed to "have new life, it holds my interest." One man deemed it "fancier, more colorful." Another said the magazine was "much classier," and that he "liked the covers very much." To another, the new look of the magazine was "very effective," and "a definite improvement."

Of the three persons who disapproved of the changes, one gentleman said the magazine was "too liberal, too flashy," and reminded him of The Reporter magazine, to which he had recently cancelled his subscription. Turning one lady against the magazine, she said, was that "the class notes are too skimpy."⁵ The other person disapproving of the changes couldn't put his finger on his objection, but merely knew he "liked the old one better."

5 Relative "skimpiness" of the class notes in the revamped Montana Collegian is a matter of definition. The class notes section runs two to five pages larger than it did prior to the fall of 1967. Number of individual class note items per issue has increased considerably, although they are written more concisely.

Age of the respondent appeared to have no bearing on whether he had noticed the changes or whether he approved of them, and there was no residence correlation on the question of approving or disapproving the changes. However, it appeared that place of residence, for whatever reason, figured in perception of changes in the magazine. Twenty-eight of 31 small town and rural readers--90 per cent--had noticed the changes, while 29 of 44--66 per cent--urban residents had noticed changes.

Frequency of Publication

Despite apparent reader approval of the magazine, those interviewed strongly vetoed any suggestion of increasing the frequency of The Collegian from its traditional quarterly issuance. Those interviewed following the spring issue were almost two to one against publishing more frequently; in the summer portion of the survey, sentiment ran more than three to one against it.

All told, 54 respondents, or 72 per cent, said they would not like to see the magazine come out more often; 19, or 25.5 per cent, said they would like to see it published more often, while two, or 2.5 per cent, had no opinion.

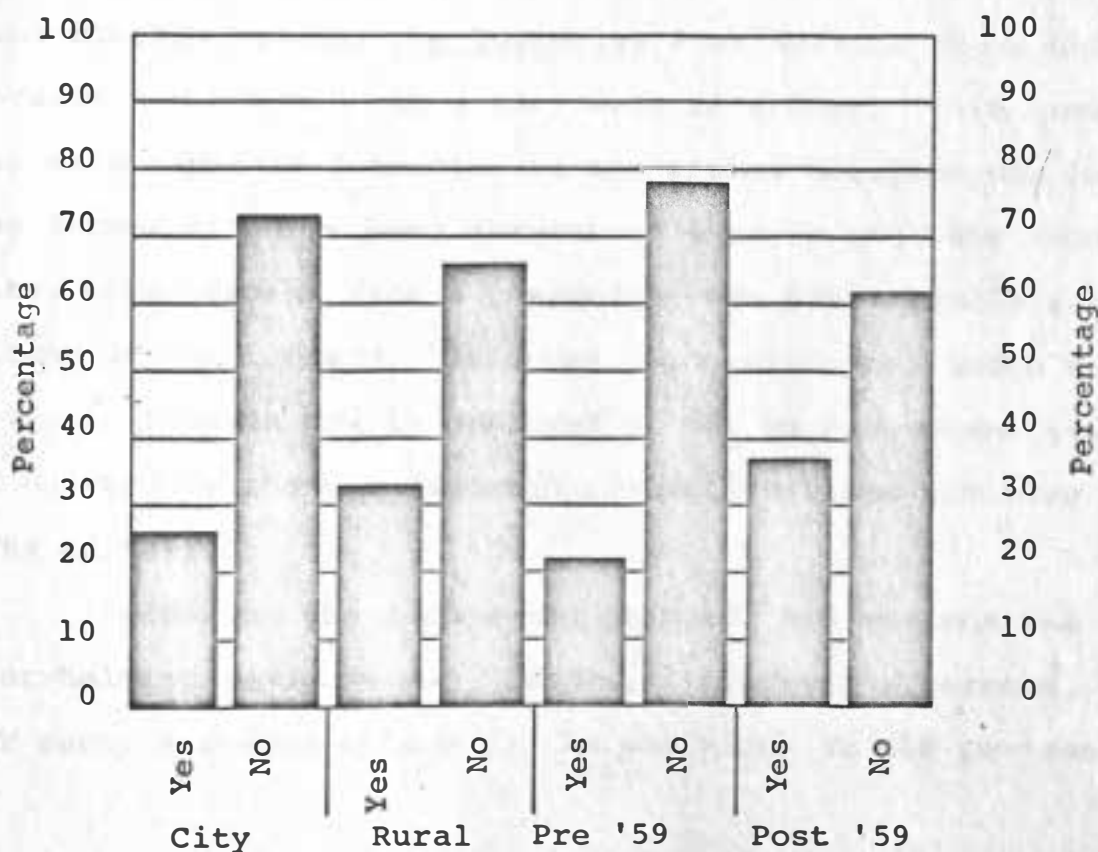
In the summer portion of the survey, respondents saying they would not like to see the magazine published more often than quarterly were asked to state their reasons (sentiment on this was taken only informally in the spring survey).

While 20 per cent felt the quality of the magazine would go down if issued more frequently and 13 per cent were afraid their alumni association dues would have to go up in order to support it, 26 persons, or 67 per cent, fell into the "other" category.

As Figure 5 points up, sentiment for and against more frequent publication was strikingly uniform among respondents broken down both by place of residence and date of graduation.

FIGURE 5

Sentiment For and Against More Frequent Publication
When Respondents Are Broken Down By
Residence and Date of Graduation



Most frequently heard from respondents who said they did not wish to see The Collegian published any more often was the sentiment, "that's enough." The interviewer came away with the impression (and some persons articulated it exactly this way) that while these people were interested in Montana State University and the alumni magazine, they weren't that interested. Several persons said they were "too busy" to read the magazine any more often. A few others said they liked the quarterly schedule because it was "more efficient," in that it "fits the school year" (Montana State is on the quarter system).

Subjective Readership Responses

One hundred per cent of respondents said it was evident through reading The Collegian that Montana State University has changed since they were in school. This question was an attempt to determine if the alumni magazine was helping former students keep abreast of changes at their university. One comment from a respondent was particularly significant in this regard. This man said that even though he lives in Bozeman and is employed at MSU he has become aware of university changes "through the well-written articles by (the editor)."

Asked how the school had changed, the obvious and overwhelming response was "larger." Sixty-nine persons, 92 per cent, answered this way. In addition, 12 (16 per cent)

said the school was better, 32 (42 per cent) said it was more complex, five (seven per cent) said it was less strict, and three (six per cent) mentioned other changes ("student-faculty relations seem poorer," "students have a larger voice in things," "the school and the students are more worldly"), all of them relating to students in some way.

Seventy-four of the 75 said their image of the university was favorable.⁶

In response to a question that could have bearing on university communications in general, including alumni magazines, 48 respondents, or 64 per cent, said they thought MSU in particular and higher education in general need interpretation to the public. Twenty-two persons said there was no need for additional interpretation (29 per cent), while five, (seven per cent) had no opinion.

Thirty per cent of respondents said the costs of education (both to the student and to the taxpayer) could be better explained, 25 per cent the actions of the students needed interpretation, 21 per cent said the views of some professors could use some, too, while 30 per cent said the roles and goals of university programs were subject to public confusion.

6 The comments of loyal alums here, while effusive, were of little scientific value. The one negative response to alma mater was from a man who objected to the living arrangement in a new men's dormitory.

Twenty-three per cent of respondents had other ideas about what needed interpretation. Examples: "What it takes to get into college and what it takes to graduate," "The advantages of an education," "The differences between colleges," "Explanation of one generation to another," "The various types of degrees offered," "Who is teaching college students today." Two persons thought MSU and other schools ought to go heavy on "good publicity to offset the bad."

The 50 respondents in the summer portion of the survey came out more than two to one in favor of "complete editorial freedom" for an alumni magazine, despite the indirect financial support it may receive from its university. Thirty-four persons, or 68 per cent, said they favored complete freedom, while 16, or 32 per cent, said they favored "some restriction" on the editorial policies of the magazine.

"Alumni want a behind-the-scenes look" at the university, said one respondent favoring freedom of the alumni press. The sentiment for some restriction was expressed best by a respondent who said the magazine "should cooperate with the administration and adhere to the principles of the university." One lady who favored freedom said it should be "freedom governed by the editor's good discretion."

There appeared to be no significant relationship between support of complete editorial freedom for an alumni magazine and either a person's date of graduation or his place of residence.

Readership of Specific Articles

The last few questions on both the spring and summer survey forms sought readership of specific articles--and, in certain cases, reader reactions to them--in the issue of the magazine immediately preceding the survey.

In chapter one, mention was made of the specially-prepared articles on a particular issue in higher education distributed yearly by Editorial Projects for Higher Education, Inc., for inclusion in college alumni magazines. The spring 1968 issue of The Collegian carried one of these inserts, called, "The Plain Fact Is..." and dealing with the financial problems of colleges and universities.

It apparently was not widely read. Seventeen of the 25 in this portion of the survey, or 68 per cent, had not read the article, though eight, or 32 per cent, said they had read it. Nearly everyone who hadn't read it said they were "too busy" at the time to pore through the 16-page piece. Three others said they were already familiar with the problem, so didn't bother with this article.

A corollary question, "Do you feel MSU has any financial problems?," was asked everyone, whether they had read the article or not. Twenty-two of the 25 said, yes, they were sure the school had financial problems. (A typical response: "All growing schools do.")

Four articles in the summer issue of the magazine were surveyed for readership. It was found that 37 (74 per

cent) had read the cover story on the married student housing situation at the university, just 21 (42 per cent) had read an article on agricultural research at the university and its benefits to the State of Montana, 40 (80 per cent) had read an item in the Campus Capsules section concerning administration censorship of the student bookstore, and only 18 (36 per cent) had read a discussion of academic freedom written by a student, a professor and a member of the administration.

Regardless of whether they had read the academic freedom article or not, respondents were asked their opinion on "broad academic freedom" for students and professors on a university campus. Twelve, or 24 per cent, favored such freedom, 32, or 64 per cent, favored it "with reservations," and six, 12 per cent, said they opposed broad academic freedom.⁷

Only two of the twelve persons in unqualified favor of a broad degree of academic freedom had read the Collegian article; 15 of the 18 who had read the article were in the "favor with reservations" category. Place of residence was not significant in the answers (10 of the 12 in favor of broad freedom were city people, but so were five of the six

7 It is interesting to note here that while 68 per cent approve of complete freedom for an alumni magazine, 76 per cent either oppose or have reservations about such freedom for students and professors.

flatly opposing it), nor was date of graduation (approximately one-fourth of each group, pre-'59 and post '59, endorsed broad freedom, although none of the younger graduates came out in opposition to it, compared with 15.3 per cent of the less-recent graduates).⁸

In the spring portion of the survey, a similar question was asked the 15 respondents (60 per cent of the total) who said they had read the Collegian account of an academic freedom controversy on campus concerning use of a particular novel in a freshman English course. They were asked if they felt this type of intellectual dissent was "healthy" or "unhealthy" for a university. Five said it was healthy, eight thought it was unhealthy and two had no opinion. But with only 15 respondents to this particular question it is doubtful that data on place of residence or date of graduation would be meaningful.

⁸ This question admittedly is tangled up in semantics--the word "broad" for example. Fortunately, it has minimal relation to the study as a whole. Results are reported only for whatever general interest they may have.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Magazines and Newspapers

In the author's opinion, one of the more interesting findings of the study was that a sizeable number of the Land-Grant schools feel that an alumni magazine alone does not afford enough opportunity to communicate with alumni in a controlled media situation. At 11 schools, the alumni association publishes another type of publication--usually a newsletter--but 12 other schools include alumni as part of a larger mailing list for these publications.

The expense of producing a magazine and the limitation of its circulation to financial contributors is probably the reason. Whatever the merits of "rewarding" dues-paying alumni association members with a little something extra, such as a magazine, the fact remains that under this arrangement your audience numbers are necessarily circumscribed. Thus, the common situation of a particular alumni association sending a magazine to contributors and a newsletter to all alumni, irrespective of financial contribution.

Confusion As to Role?

It has been said that many colleges and universities are grappling with the question of the proper role for the

alumni magazine. That this is true at Land-Grant schools is seen in the variances in magazine content from school to school and in the personal feelings of the editors as to which types of content are the most important. The possible areas of content are indeed numerous and the difficulties the editor of a quarterly magazine may face in attempting to cover them all are not hard to imagine.

Alumni editors at Land-Grant schools reported marked and recent changes in their magazines. Substantial majorities of the magazines surveyed have undergone changes in format and shifts in emphasis or direction of the magazine in the past few years. As to content, the great percentage of editors strongly emphasize stories on the institution, its programs and its progress and its benefits to society. And the editors' personal preferences indicate that this is where the emphasis will lie for the time being.

It must be considered noteworthy that Land-Grant school alumni magazines have, by and large, been turned over to the stewardship of professional journalists. A person hired off a newspaper is not necessarily a magazine editor, of course, nor is he necessarily a designer and layout expert, but he is at least a trained communicator.

Magazine Candor

With ferment and turmoil so evident in higher education today, it is encouraging that 95 per cent of the

alumni magazines at Land-Grant schools will present controversial issues, if even only occasionally. The pretense that everything is "just swell" at old alma mater doesn't fool anyone anymore. And with more than half of the magazines reporting a shift in policy toward discussion of controversy and the majority of magazines never subject to censorship beyond the editor's good judgement, it could be surmised that university and alumni administrators recognize the facts.

Editors' Complaints

With some 42 per cent of the responding editors saying they can spend less than half their work time editing their magazines, it might be surmised that a goodly-portion of the nation's Land-Grant universities are not overly-reverant of the potential of an alumni magazine. It must be added, however, that the largest single group of editors fell into that "elite" body nationwide of full-time (or almost so) magazine editors.

Tempering any conclusions with the knowledge that practicing journalists are, at least in the author's experience, chronic complainers, it is still possible to surmise that most alumni associations of Land-Grant schools have not gone into the magazine business in a large way. Approximately three-fourths of the editors surveyed said they lacked money, personnel and time to do a proper job.

If their complaints are valid, it would appear that alumni magazines need larger budgets and bigger staffs. This situation, however, is likely to improve as time goes on.

Writing for the Readers

In terms of what kind of material to put in his publication, the alumni editor is faced with the age-old question in professional communication: Is what the reader wants (or thinks he wants) necessarily what he ought to get? This dilemma has possible significance for alumni magazine content, particularly for content areas such as continuing education and explanatory articles about higher education.

Obviously, for the continuing prosperity of the magazine, if the reader wants class notes, he ought to get them (and from Land-Grant alumni magazines, he apparently is), or if he doesn't like to read about alumni club picnics, maybe he shouldn't have to.

If readers of the Montana Collegian can be considered typical of the readers of Land-Grant school alumni magazines, and the author sees no particular reason why they shouldn't be, it appears that they do want to see more in their magazine than class notes. Less than half of them turn first to the class notes section in reading the magazine, and only a tiny fraction asked for additional class notes in the publication.

By far the largest percentage of readers requested additional coverage be given to university programs. Whether this sentiment pertains just to the larger, universitywide issues or extends down to esoteric curriculum changes in the mathematics department is unclear, but apparently alumni want to read about what their university is doing.

From the comments of readers on the content question and others, it seemed that many of the "old grads" wanted to read about the students of today--not so much about individual students as student life and student trends.

Alumni readers apparently read the magazine fairly closely, and thus are aware of it when the magazine undergoes significant change, as The Collegian did. In the case of The Collegian, readers approved of the changes in both appearance and content, but it would be risky to generalize a conclusion of this nature for all changes of any magazine.

Reader opinion on increasing the frequency of the magazine was significant to a degree. Readers vetoed the idea of more frequent publication, and it would be hard to argue with their perspective of where an alumni magazine fits in their reading habits. Yet if the magazine were to come out more often, at the same price and with no letdown in quality, it would remain to be seen whether reader interest would actually drop. Readers were not asked, and so had no

opportunity to express their sentiments on possible creation of a newsletter supplement to the quarterly magazine.

Freedom and Credibility

The stout support given by readers to complete editorial freedom for the alumni magazine indicates readers do not wish to be sheltered and are not averse to learning about more than the favorable things at their former school. Further pointing this up was the high readership of the two articles in the magazine dealing with controversial subjects.

With 74 of the 75 persons surveyed saying that their image of Montana State University is favorable, the university would, presumably, rate high as a source of believable information. It seems likely that most alumni would rate their alma mater the same way. Therefore, a well-packaged alumni magazine should be an effective communication device between an institution and its former students.

It could be tentatively concluded from the survey that the credibility of The Collegian is also reasonably high, that the magazine is reasonably well-read and, therefore, that its messages should be coming across with some fidelity.

Suggestions for Further Study

If, as some have contended, alumni publications are

or can be an important medium of communication, there is much research that could profitably be undertaken in this area. Some suggestions:

1. The emerging role of the university alumni magazine needs further clarification. Are alumni publications in competition with the public press in any other way besides for the reader's time? Is the alumni magazine primarily for information or for public relations? How personal or nostalgic does the magazine have to be to retain reader interest among alumni? Is continuing education a valid and necessary area of content for the alumni magazine? If so, how must it be presented to be most effective?

2. College alumni are among the few types of audiences who may receive both a magazine and a newspaper from the same source. How should schools balance these two distinct mediums in terms of what material is presented in each? Do readers approve of the combination, or much prefer one type to the other? Is it desirable to limit magazine circulation as a "reward" to financial contributors?

3. What effect does a well-written, interesting and attractively packaged alumni magazine have on its readers? Does it create or change opinion? Does the magazine noticeably aid a school in its fund-raising efforts?

4. How, if at all, do alumni magazines differ from one class of institution to another--from public institutions, to privately-endowed schools to church-affiliated colleges? Should they differ?

APPENDIX A

QUESTIONNAIRE FOR EDITORS

Name _____ Publication _____ School _____

1. How often is your magazine published? _____
2. Is any other publication, such as a newsletter, circulated by the alumni office or any other agency of your school to the same general audience?

____ Yes ____ No

What type and by whom?

3. Must alumni pay dues or make some sort of financial contribution in order to receive the magazine?

____ Yes ____ No

4. Please estimate the percentage of space devoted in your magazine to the following types of materials:

____ Institution and its program ____ Faculty ____ Students ____ Class notes

____ Stories on alumni ____ Alumni Assn. affairs ____ Continuing Education

____ General articles on higher education ____ Athletics ____ Other _____
(please specify)

5. Which of these categories do you personally feel are most important? Rank them in order.

____ Institution ____ Faculty ____ Students ____ Stories on alumni

____ Alumni affairs ____ Class notes ____ Continuing Education ____ Athletics

____ Higher education ____ Other _____

6. Has the content in your magazine undergone a shift in emphasis or direction in recent years?

____ Yes ____ No

Please state the nature of the shift (for example: more or less space for class notes, more continuing education, more or less staff writing, broader coverage of institution, more features and less hard news, etc.).

7. Has your magazine undergone a substantial format change in the past few years?

____ Yes ____ No

8. What percentage of your magazine is staff-written (as opposed to contributed)?

____ 0 to 20% ____ 20 to 40% ____ 40 to 60% ____ 60 to 80% ____ 80 to 100%

9. Does your publication discuss controversial issues on campus or within your school's sphere of influence?

____ Yes ____ No ____ Occasionally

10. How has your magazine's policy on controversy changed in recent years?

____ Not at all ____ Toward presentation of controversy ____ Away from it

11. Is your magazine content subject to review by higher authority in advance of publication?

____ Yes ____ No ____ In certain instances _____
(please specify)

By whom, if anyone, is it reviewed?

12. What percentage of your time is spent editing the alumni magazine?

____ 0 to 25% ____ 25 to 50% ____ 50 to 75% ____ 75 to 100%

13. Please state any other campus duties you may have.

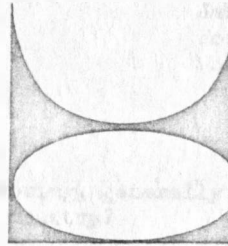
14. Was your previous experience journalistic, academic, both or neither?
(circle one)

15. Many editors have obstacles preventing them from putting out the kind of magazine they would like to see. Please check the ones that apply significantly to your situation.

-- Budget ____ Staff ____ Time ____ Censorship ____ Personal ability ____ Other ____
(please explain)

(Please use back of form if you wish to answer questions in greater detail).

APPENDIX B



Montana
Collegian

April 4, 1969

Mr. Joe Sutton, Editor
Illinois Alumni News
University of Illinois
Urbana, Illinois

Dear Mr. Sutton:

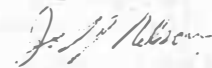
I hope you will help me with a survey I am taking of alumni editors at Land-Grant institutions.

Enclosed is a questionnaire designed to elicit information on the status of alumni magazines at institutions like ours. The data will be used in my thesis for the master's degree. A report will also be made to the American Alumni Council, which has sanctioned the project.

I will greatly appreciate your taking a few minutes to fill in the form and send it back to me in the enclosed stamped and self-addressed envelope.

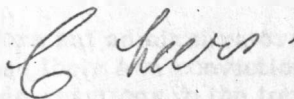
Thank you for your cooperation.

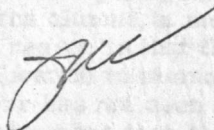
Sincerely,


Jeff Nelson
Editor

JN/bh

Enclosures





APR 7 1969

Jeff Nelson, Editor
Montana Collegian
Montana State University

APPENDIX C

(1) In your opinion, are alumni magazines improving, generally, at all types of institutions, in all sections of the country?

There's no doubt in my mind that they have improved considerably, down to the small schools with small budgets, throughout the country. The most visible improvement has been the appearance of the publications, and in many cases the content and writing have improved along with appearance. At this point the weakest aspect of the publications is the quality of writing.

(2) What has been the magazine situation at public colleges and universities--and particularly at Land-Grant schools? How have they measured up in the past, and are they improving as much as, or less than, magazines at private schools?

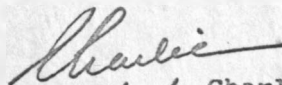
I believe that my general conclusion applies to all institutions. We have no research data which would measure the degrees of difference in the improvement taking place in the two areas you cite.

(3) Other than the fact that Land-Grant schools are state-supported and not so dependent upon private and alumni support, is there anything that would differentiate their magazines from those at other types of schools?

Here again, I have not made a special study of this group. You might do some analysis on your own of the winners in the Publications Competitions and "improvement" competitions over the years.

(4) I may be asserting that perhaps the chief reason for magazine improvement is that the alumni audience has wanted and demanded more than class notes. Do you buy that? Can you cite any other reasons for improvement (other than editor's pride)?

I think that the editors and administrators have been primarily responsible. They have formulated their own convictions on what the magazines should be based on favorable reactions to the top magazines and the reactions they elicit from readers. I think the alumni, in most cases, have accepted and endorsed such change. The chief reason is that the job of communicating the problems and issues in higher education to alumni today necessarily involves much more than class notes. There has not been enough significant research on readers attitudes to conclude any more than that.


5/7/69 Charles M. Helmken

APPENDIX D

TELEPHONE SURVEY QUESTIONNAIRE

Spring 1968

Name _____

Address _____

MONTANA COLLEGIAN
TELEPHONE SURVEY
Spring, 1968

1. Do you read the Collegian thoroughly, or merely scan it?

Read thoroughly _____ (0)
Scan it _____ (1)

2. What do you read first?

Class notes _____ (0)
Sports _____ (1)
Features _____ (2)
Campus Capsules _____ (3)
Other _____ (4)

3. What types of articles would you like to see more of in the Collegian?

On: University programs _____ (0)
Students _____ (1)
Faculty _____ (2)
Alumni Assn. affairs _____ (3)
Individual alumni _____ (4)
Sports _____ (5)
Class notes _____ (6)
Other _____ (7)

4. Have you noticed the changes made in the Collegian in the past three issues?

Yes _____ (0)
No _____ (1)

5. If so, do you approve or disapprove of them?

Approve _____ (0)
Disapprove _____ (1)

6. Would you like to see the Collegian published more often than quarterly?

Yes _____ (0)
No _____ (1)

7. Is it evident through the Collegian that Montana State University has changed since you were in school?

Yes _____ (0)
No _____ (1)

8. How has it changed?

Larger _____(0)
Better _____(1)
More complex _____(2)
Less strict _____(3)
Other _____(4)

9. What image do you have of Montana State University?

Favorable _____(0)
Unfavorable _____(1)

10. Why do you feel this way?

11. Do you think higher education needs interpretation to the public?

Yes _____(0)
No _____(1)

12. What in particular do you feel requires explanation?

Why it costs so much _____(0)
Actions of students _____(1)
Views of Professors _____(2)
University programs _____(3)
Other _____(4)

13. Did you read the special report - 'The Plain Fact is ...' - in the spring Collegian?

Yes _____(0)
No _____(1)

14. If not, why not?

Too busy _____(0)
Article too long _____(1)
Not interested _____(2)
Other _____(3)

15. Prior to reading this article, had you realized the financial situation of most colleges and universities?

Yes _____(0)
No _____(1)

16. Do you feel that MSU has any financial problems?

Yes _____(0)
No _____(1)

17. How Best might schools like MSU increase revenues?

Increase student fees ___(0)
More State money ___(1)
More Federal money ___(2)
Private giving ___(3)

18. Did you read the Collegian account of the controversy on campus concerning the novel 'Another Country'?

Yes ___(0)
No ___(1)

19. Do you think this type of intellectual dissent is healthy or unhealthy for a university?

Healthy ___(0)
Unhealthy ___(1)

APPENDIX E

TELEPHONE SURVEY QUESTIONNAIRE

Summer 1968

MONTANA COLLEGIAN
TELEPHONE SURVEY
SUMMER, 1968

Name _____

Address _____

1. Do you read the Collegian thoroughly, or merely scan it?
Read thoroughly _____ (0)
Scan it _____ (1)
2. What do you read first?
Class notes _____ (0)
Sports _____ (1)
Features _____ (2)
Campus Capsules _____ (3)
Other _____ (4)
3. What types of articles would you like to see more of in the Collegian?
On: University programs _____ (0)
Students _____ (1)
Faculty _____ (2)
Alumni Assn. affairs _____ (3)
Individual alumni _____ (4)
Sports _____ (5)
Class notes _____ (6)
Other _____ (7)
4. Have you noticed the changes made in the Collegian in the past four issues?
Yes _____ (0)
No _____ (1)
5. If so, do you approve or disapprove of them?
Approve _____ (0)
Disapprove _____ (1)
6. If disapprove, why?
7. Would you like to see the Collegian published more often than quarterly?
Yes _____ (0)
No _____ (1)
8. If not, why not?
Quality of magazine would go down _____ (0)
Might increase alumni dues _____ (1)
Other _____ (2)
9. Is it evident through the Collegian that Montana State University has changed since you were in School?
Yes _____ (0)
No _____ (1)

10. How has it changed?
- | | | |
|--------------|-------|-----|
| Larger | _____ | (0) |
| Better | _____ | (1) |
| More complex | _____ | (2) |
| Less strict | _____ | (3) |
| Other | _____ | (4) |
11. What image do you have of Montana State University?
- | | | |
|-------------|-------|-----|
| Favorable | _____ | (0) |
| Unfavorable | _____ | (1) |
12. If unfavorable, why do you feel this way?
13. Do you think MSU in particular and higher education in general need interpretation to the public?
- | | | |
|-----|-------|-----|
| Yes | _____ | (0) |
| No | _____ | (1) |
14. What in particular do you feel requires explanation?
- | | | |
|----------------------|-------|-----|
| Why it costs so much | _____ | (0) |
| Actions of students | _____ | (1) |
| Views of Professors | _____ | (2) |
| University programs | _____ | (3) |
| Other | _____ | (4) |
15. Do you feel that an alumni magazine, despite the indirect financial support it receives from its university, should be allowed complete editorial freedom in reporting and discussing the issues at its institution?
- | | | |
|------------------|-------|-----|
| Complete freedom | _____ | (0) |
| Some restriction | _____ | (1) |
16. Did you read in the Summer Collegian the article on married student housing, "Solving the Problem that Wouldn't Go Away?"
- | | | |
|-----|-------|-----|
| Yes | _____ | (0) |
| No | _____ | (1) |
17. Did you read the article entitled, "Ag Research: Treasure State's Sound Investment?"
- | | | |
|-----|-------|-----|
| Yes | _____ | (0) |
| No | _____ | (1) |
18. Did you read in the Campus Capsules section the account of the controversy on campus concerning the removal of four hippie newspapers from the university bookstore?
- | | | |
|-----|-------|-----|
| Yes | _____ | (0) |
| No | _____ | (1) |
19. Did you read the article, "Three Views of Academic Freedom"?
- | | | |
|-----|-------|-----|
| Yes | _____ | (0) |
| No | _____ | (1) |
20. Do you favor or oppose broad academic freedom for professors and students on a university campus?
- | | | |
|--------------------------|-------|-----|
| Favor | _____ | (0) |
| Favor, with reservations | _____ | (1) |
| Oppose | _____ | (2) |

APPENDIX F

Land-Grant Universities Replying in Survey:

University of Alaska
University of Arkansas
University of California, Berkeley
University of California, Davis
Colorado State University
University of Connecticut
University of Florida
University of Georgia
University of Hawaii
University of Idaho
University of Illinois
Iowa State University
University of Maine
University of Massachusetts
Massachusetts Institute of Technology
Michigan State University
University of Minnesota
Mississippi State University
University of Missouri
Montana State University
University of New Hampshire

APPENDIX F (continued)

Rutgers, State University of New Jersey

Purdue University, Indiana

Cornell University, New York

North Carolina State University

Ohio State University

Oklahoma State University

Oregon State University

Pennsylvania State University

University of Rhode Island

Clemson University, South Carolina

South Dakota State University

University of Tennessee

Texas A&M University

University of Vermont

Utah State University

Virginia Polytechnic Institute

University of West Virginia

University of Wisconsin

University of Wyoming

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